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| updated logo Rabbits Class Medium Term Planning for Music Summer Term 2023 |
| Topic: Pirates and SeasideMusical Elements: Singing, playing, listening, responding, moving to music. | Music this term will be based around reactive and proactive levels. (Resources Tuning in cards 2 and 3)\*Show me the sounds that everyday things and musical instruments can make.\*Encourage me to make sounds with my voice,Continuous provision will also enhance the opportunities to explore music and sound on a daily basis.**(Learn MAKATON with ALL SONGS)** |

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| **Week 1 - 3 sessions**  | **Week 4-6** |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | * Make sounds with everyday objects
* Make sounds with musical instruments.
* Make sounds with my voice.
* Show attention to sounds and music.
* Respond emotionally and physically to music when it changes.
* Move and dance to music.
* Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.
* Explore their voices and enjoy making sounds.
* Join in with songs and rhymes, making some sounds.
* Make rhythmical and repetitive sounds.
* Explore a range of soundmakers and instruments and play them in different ways.
* Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.
* Listen with increased attention to sounds.
* Explore and engage in music making and dance, performing solo or in groups.
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * What do they do with everyday objects to make a sound from them?
* How do they access musical instruments?
* Let them explore
* How do they make sounds now?
 | Activities provided during lesson Resources Teach them to tap, scrape, shake, pluck, stroke.Intensive interaction sessions – copying sounds / words / rhymes. | Independent activities linked to lesson Resources Let the children explore the everyday items and instruments, if they let you join in, model how to play them.Use microphones to make sounds | How will the pupils share knowledge during or end of lessonChildren becoming more independent making sounds from everyday items and instruments.Use microphones to make and record sounds – listen back to own sounds. | Retrieve or generalization of learning after lesson Perform to others with or without backing music. |